

*The Pidginization Process
A Model for Second Language Acquisition*

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From the Abstract

In the fall of 1973 a research project was undertaken to make a ten month longitudinal study of the untutored acquisition of English by six native speakers of Spanish—two children, two adolescents and two adults. Data collection involved the recording of both spontaneous and experimentally elicited speech. This book is a case study of one of the six subjects, a 33 year old Costa Rican named Alberto, who evidenced very little linguistic development during the course of the project. It was felt that by attempting to account for his lack of learning, significant insight could be gained about what is involved in successful second language acquisition in general. Alberto spoke a reduced and simplified form of English in which the negative particle was held external to the verb, questions were uninverted, inflectional morphemes tended to be absent and auxiliary development was minimal. Three causes for his lack of development were considered: ability, social and psychological distance from English speakers, and age. [...]

Review

Schumann's Acculturation Theory as presented in *The Pidginization Process: A Model for Second Language Acquisition* (1978) predicts that the degree of a learner's success in second language (L2) acquisition depends upon the learner's degree of acculturation. Attempts to test this theory have not been particularly fruitful due to the lack of an adequate measure of acculturation and the particular linguistic markers selected to measure success in L2 acquisition. This study proposes to measure sojourners' acculturation in terms of their social exchange networks (Milroy & Wei, 1995). It measures L2 success in terms of pronunciation, which in the view of many scholars (Guiora, Beit-Hallahmi, Brannon, Dull, & Scovel, 1972; Labov, 1972; Scovel, 1988) is the strongest linguistic marker of a speaker's cultural identification. Using this framework, the current study provides strong evidence in support of Schumann's Acculturation Theory. The acculturation experiences and L2 pronunciation of 9 American women residing in Norway are described and the relationship examined. It is concluded that learners who developed positive network connections with native speakers of Norwegian evidenced more native-like pronunciation than those who had greater difficulty establishing such relationships.
Cultural Identification, Network Access, and Second Language Pronunciation, Karen Lybeck